

Orchard School Bristol
Faculty Schemes of Learning – Overview

Faculty of Humanities
Year 7 - History

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|--|-------------------------------------|-----------------------------------|---|--|
| Unit Title | Romans | Normans | Magna Carta | Black Death 1348 | Tudor Monarchs |
| Assessment Objectives | AO1, 2, 3, 4, 6 | AO1, 3, 4, 5, 6 | AO1, 3, 5, 6 | AO1,3, 4, 5, 6 | AO1,3, 5, 6 |
| Big Question | How did the Roman Empire change England? | How did the Normans change England? | Who had power in the Middle Ages? | How did the Black Death change society? | What impact did Tudors have on religion? |
| SMSC Link (Spiritual, Moral, Social, and Cultural development) | M5, C2, ROL, D, IL, MR | M3,M5, C2, ROL, D, MR | M3,M5, C2, D, IL, MR | M3,M5, C2, ROL, D, IL, MR | M3,M5, C2, ROL, D, IL, MR |
| Potential Trips and visitors | | Chepstow Castle | British Library | | Hampton Court |
| Assessment type | Account writing assessment | Account writing assessment | Evaluation of sources assessment | Account writing assessment | Evaluation of sources assessment |

Assessment Objectives - Detail

| | |
|---|--|
| 1 | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 2 |
| 2 | Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind |
| 3 | Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' |
| 4 | Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 3 |
| 5 | Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. |
| 6 | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses |
| 7 | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 2 |